

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents data on teachers' barriers from questionnaires and interview. To present a complete description of teachers' barriers, this chapter is set into two major parts. First, researcher presents findings generated from analysis of questionnaires and interview data, which constitutes answers to this study's research questions. Second, researcher presents a discussion of the findings in relation to theories and previous research, which may either support and complete or challenge the research findings. The chapter ends with a section summarizing key issues that emerge from presentations of the findings and discussion of the findings. Each of these parts will be discussed in the following sections respectively.

#### 4.1 Findings

This section presents findings of barriers faced by Indonesian teachers in using Information and Communication Technology (ICT) for teaching English at one Islamic Boarding Schools in Bangkinang. The findings are separately divided into two sections in accordance with the research questions of this study, namely:

1. The barriers faced by the teachers in using ICT (Information and Communication Technology) in teaching English, and



2. The causes of the barriers faced by the teachers in using ICT (Information and Communication Technology) in teaching English.

#### **4.1.1 The barriers faced by the teachers in using ICT (Information and Communication Technology) in teaching English**

Based on the result of questionnaire and interview, both English teachers strongly agreed that they faced some barriers when using Information and Communication Technology (ICT) in teaching English. Those barriers were lack of confidence, lack of competence, resistance, negative attitude, lacks of time, lack of effective training and lack of accessibility. Moreover, According to the theoretical framework in this study, barriers in using information and communication technology were classified into two levels. They were teacher-level and school-level. Those barriers will specifically be explained as follow:

##### **4.1.1.1 Barriers related to Teacher-level**

In this part, researcher elaborated about what barriers faced by teachers related to the teacher-level. In line with theoretical framework, there were several barriers that were faced by the English teachers when using Information and Communication Technology (ICT), namely: lack of confidence, lack of competence resistance to change and negative attitude. All of those barriers are elaborated in the following sections.

##### **4.1.2.2 Teacher confidence**

According to the questionnaire data from statement 3 that describes teacher confidence in using Information and Communication Technology (ICT) in teaching process, teacher 1 agreed that she felt confident when using ICT. From



the interview data, the researcher also asked the teacher 1 about confidence when using ICT in teaching practice. Teacher 1 mentioned that she felt confident when using it. She said:

Umi merasa percaya diri aja, soalnya untuk penggunaan ICT yang ada di sekolah insyaallah umi bisa mengoprasikannya.

*I feel confident, because I can operate all of ICT resources that provided by the school. (Interview with Teacher 1, 17/02/20)*

However, different from teacher 1, teacher 2 indicated that she did not feel confident when using ICT. According to questionnaire data, she chose neutral to respond to the statement “I feel confident when using ICT in teaching and learning process”. Then, when researcher conducted an interview with her, she said:

Umi kurang percaya diri, maklum la umi ala tuo ma, ilmu umi tentang teknologi go ndak banyak do, jadi kadang umi kurang bisa untuk menggunakan peralatan ICT du.

*I am not confident, I am not young anymore. I do not have enough knowledge about technology. So, I got difficulty when using the ICTs. (Interview with Teacher 2, 17/02/20)*

As they describe above, there was a teacher who still felt lack of confidence when using Information and Communication Technology (ICT) in teaching practice because she got difficulty and she did not know how to use some kinds of ICTs tools in the school. Meanwhile, teacher 1 claimed that she felt confident when using Information and Communication Technology (ICT) in teaching process because she knew how to use and integrate it.

#### 4.1.2.3 Teacher competence

Another barrier, which is directly related to teacher confidence, is teachers' competence in integrating ICT into pedagogical practice. In responding to statement 2 of the questionnaire that is concerned with English teachers competence when using Information and Communication Technology (ICT),



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
 State Islamic University of Sultan Syarif Kasim Riau

teacher 2 chose the neutral option, which means that she might or might not feel competent in using ICT for teaching English. When the researcher asked more about her skill or knowledge dealing with how to operate ICT tools in interview section, Teacher 2 said:

Condo yang umi sobuik tadi, yo kalau ndak ngaroti tanyo kek guru lain atau mintak tolong kek murid.

*As I told you before, If I do not know how to operate ICTs, I am going to ask another teachers or students directly.*

*(Interview with Teacher 2, 17/02/20)*

As she described above, if she did not know to use or operate some kind of ICT tools, she would ask for help. It could be other teachers or students. For example, she explained that she did not know to use projector.

hmmm condo infocus du ha, kadang umi binguong manggunokannyo, kadang buram gai gambar du kadang ndak omuo tasambuong jo laptop do. Umi ndak ngaroti condo apo malelong do hahaha.

*For example, projector. Sometimes, I got confused when the image from the projector is blurred or cannot be connected with computer. So I cannot fix them hahaha.*

*(Interview with Teacher 2, 17/02/20)*

Meanwhile, in responding to the same statement of the questionnaire, teacher 1 claimed that she can use and operate the ICT tools. She agreed that she could use ICT the properly to support her in teaching English. In the interview session, she also revealed that she could use them, she said:

Insyaallah umi bisa,

*Insyaallah, I can operate ICTs.*

*(Interview with Teacher 1, 17/02/20)*

After asking English teachers about their competence in using Information and Communication Technology (ICT) in teaching practice, the researcher then asked the headmaster. He mentioned:

kemampuan guru-guru disekolah go untuok penggunaan TIK go lumayan bagus. Soalnya guru-guru kini la abi punyo laptop masiong-masiong ma, jadi kalau disekolah tinggal manggunokan perangkat TIK du ajo le. ditambah untuok penilaian murid-murid go kini ala manggunokan komputer jo sodo ma. Mungkin





masih ada sebagian guru awak go yang prolu dibimbiong untuok manggunokan peralatan TIK du. Memang seharusnya dibuek bimbingan kusus untuok guru-guru yang masih olun mempunyai pengalaman dalam mengoperasikan TIK du.

*Teachers' ability in the use of ICT is good because they have their own computer to practice. So they can use school's ICT. Moreover, teachers have to use laptop to assess students' score. There might some teachers who need help to use ICT. School has to organize special training in the use of ICT for teachers who still lack experience in operating ICT in teaching learning process.*

*(Interview with headmaster, 24/02/20)*

Based on the headmaster's statement above, there were some teachers who practically need guidance in using Information and Communication Technology (ICT) in teaching practice even though they have their own computer. The headmaster also added that school has to conduct ICT training for the teachers. They need to be trained to use ICT tools in order to become better users of technology.

In conclusion, lack of competence became barriers faced by English teachers in this study. There was an English teacher who still lacked ICT competence. She did not know how to operate the ICT tools. Then, when she has difficulty in using ICT, she would ask for help from other teachers or students.

#### 4.1.2.4 Resistance to change and negative attitudes

Resistance to change was covered in questionnaire number 11. Both English teachers chose the neutral option in their response. Then, the researcher tried to find out deeper information about the teachers' resistance to change in the interview session. Teacher 1 said:

Ya pilih netral karna keadaan ICT sekolah, kalau umi pengen menggunakan ICT dalam proses mengajar, tapi ya itu karna perangkat sekolah masih terbatas. Jadi kalau untuk menggunakan ICT disetiap kegiatan pembelajaran jadi sulit.

*I chose neutral because of school condition. I want to use ICT in teaching but ICT tools are still limited. It would be difficult to use it in teaching activities.*

*(Interview with Teacher 1, 17/02/20)*



said:

Umi pilio netral tu dek seakolah awak go masih kekurangan fasilitas. Bisa jo manggunokan ICT dalam setiap kegiatan mengajar asalkan fasilitasnyo dilengkapi tiap-tiap kelas.

*I chose neutral because school is still lack of facility. I can use the ICT in teaching activities if school facilitates every class with ICT tools.*

*(Interview with Teacher 2, 17/02/20)*

Based on interview data above, both English teachers wanted to use ICT in teaching process, but school did not have enough facility. This condition prevented them to use it. However, they did not resist Information and Communication Technology (ICT) as media in teaching learning process. They just needed ICT facilities to be completed by school to support them in teaching activities.

Regarding with teachers' attitude toward the use of Information and Communication Technology (ICT), the researcher found that both English teachers have positive attitude. In responding to questionnaire statement that examines teachers' attitude in using ICT in teaching activities, they strongly agreed that Information and Communication Technology (ICT) was useful for teaching and learning process. Moreover, they also believed that Information and Communication Technology has benefit in teaching and learning process. Then, the researcher asked more information about teacher opinion about teaching with ICT in an interview session. Teacher 1 mentioned:

Bagus, siswa lebih tertarik ketika guru menggunakan ICT. Hmmm lebih mudah aja untuk nerangin pelajaran.

*It is good. Students are interested when teacher use ICT. Hmmm it is easier to explain the lesson. .*

*(Interview with Teacher 1, 17/02/20)*

Teacher 2 mentioned:



Ya baik, bisa mambantu guru untuok manerangkan pelajaran, hmmm siswapun lebih basamangeknyo dalam belajar e, kalau pakai proyektor lebih menraik gitu,!  
*Yes, it is good. It helps teacher to explain the materials. Hmmm students are more active in learning process. It would be more interesting when teacher use projector.*

*(Interview with Teacher 2, 17/02/20)*

Based on interview above, they explained that the use of information communication and technology (ICT) could help them in teaching activities. They informed that the existence of information communication and technology (ICT) make easier to explain the lesson and also could enhance students' interest in teaching and learning process, especially English. Moreover, when researcher asked teachers about teaching with ICT or without ICT, the researcher got same answer from both English teachers.

Teacher 1 mentioned:

Kalau menurut umi lebih baik menggunakan ICT karna lebih mudah untuk menerangkan lessonnya, hmmm studentsnya juga lebih tertarik!

*In my opinion, it would be better to use ICT because it would make easier to explain the lesson. Hmmm students are interested as well!*

*(Interview with Teacher 1, 17/02/20)*

Teacher 2 stated:

Ancak la pakai ICT le, lobio manarik kan. apalagi dunio kini go serba technology jo kan!, kan harus banyak manggunoan tenologi go supayo anak-anak go nda gaptek.

*It would be better to use ICT, it is more interesting. In addition, nowadays it is technological systems. So we have to use technology as much as possible in order that our students are not technology ignorant. .*

*(Interview with Teacher 2, 17/02/20)*

In line with interview data above, both English teachers preferred to use Information and Communication Technology (ICT) in teaching learning process because they believe that it could create interesting class. In addition, it could also motivate students to learn technology as requirement of 21<sup>st</sup> century so that they are not technology ignorant.





Resistance to change and negative attitude seem not to be the barriers for the English teachers in the use of Information and Communication Technology (ICT). In other words, they showed that teaching with technology was important to create active classroom and develop students' skills of technology. Then, teachers' attitude is important as well because it will influence what they do in the classroom. As Becta (2004) claims that one key area of teachers' attitudes towards the use of technologies is their understanding of how these technologies will benefit their teaching and their students' learning.

Overall, it could be concluded that barriers faced by the teachers related to the teachers-level were lack of teacher confidence and lack of teacher competence. One of the English teachers noticed that she felt lack of confidence because she could not operate the ICT well. However, resistance to change and teacher attitude toward the use of ICT in teaching process did not seem to be barriers for the teachers. They noticed that they have positive attitude toward the use of ICT.

#### 4.1.3 School-level barriers

In this part, the researcher explained about barriers faced by teacher related to the School-level. In line with theoretical framework, there were several barriers that were faced by the teachers when using ICT, namely lack of time, lack of training, lack of accessibility and lack of technical support.

##### 4.1.3.1 Time

Several recent studies indicate that many teachers have competence and confidence in using ICT in teaching and learning process, but they still make little use of technology because they do not have enough time in integrating ICT into





their teaching practice. After distributing questionnaire to the English teachers, there were statements that tried to find out about their time in teaching English or teachers' schedule that might influence the use Information Communication and Technology (ICT) in teaching practice. The first statement was "*I got sufficient time for teaching English per a week*" that could be describe, English teachers should teach English subject equally or not overload. However, both English teachers agreed that they got sufficient time for teaching English per a week.

Then, the researcher conducted interview with English teachers to get more data dealing with lack of time. The researcher asked about teachers schedule in teaching English per a week at that school. Teacher 1 stated:

Umi ngajar 6 jam seminggu, 2 jam dikelas IIc, 2 jam dikelas IIIa, dan 2 jam dikelas IIIb.

*I teach six times a week, 2 hours in IIc, 2 hours in IIIa and 2 hours in IIIa.*

*(Interview with Teacher 1, 17/02/20)*

Then, teacher 2 added:

Kalau dalam saminggu tu umi ado tigo kelas, di kelas IIa, IIb dan IIIc.

*I have three classes in a week, in IIa, IIb and IIIc.*

*(Interview with Teacher 2, 17/02/20)*

Based on the interview data above, both English teachers have same schedule per week. They teach three times a week with different classes. Teacher 1 teaches in classes IIc, IIIa and IIIb. Meanwhile, teacher 2 teaches in classes IIa, IIb and IIIc.

It was also found that both English teachers did not have enough time to use technology in teaching and learning process. In responding to questionnaire statement that asked about time to prepare Information and Communication Technology (ICT) for teaching and learning process, they agreed that they do not have enough time to prepare ICT for teaching and learning process. After that, the



researcher continued to collect the data through interview. It was also found that they did not have enough time to prepare Information and Communication Technology (ICT) for teaching English. Teacher 1 stated:

kalau waktu prepare untuk ICT, umi kira kurang cukup ya. Karna kadang dalam menggunakan ICT banyak yang perlu dipersiapkan. Misalnya, kalau umi mau menggunakan infocus/projector harus minjam dulu ke kantor karna keterbatasan fasilitas ICT nya.

*I think time for preparing ICT is not enough because we have to prepare more when using ICT. For example, I have to borrow the projector in the office because of limited facility.*

*(Interview with Teacher 1, 17/02/20)*

Teacher 1 explained that she did not have enough time to prepare Information and Communication Technology (ICT) because she thought the use of ICT needs more time and she had to borrow the ICT tools in the office first. There is no Information and Communication Technology (ICT) tools in classroom. In addition, teacher 2 stated:

Yo kadang ndak ado wakotu untuok manggunokannyo do. Fasilitasnyo olun jo lengkap le, jadi umi ngajau condo biaso jo  
*Sometime I do not have time to use it. Besides, the facility is still limited. So, I teach as usual.*

*(Interview with Teacher 2, 17/02/20)*

Teacher 2 also explained that she did not have enough time to prepare Information and Communication Technology (ICT) for teaching English. She mentioned that the ICT tools were limited. It prevented her to use ICT in teaching English. It could be concluded that both English teachers felt lack of time because of limited facility.

The researcher also asked about time needed to prepare ICT or to use ICT in teaching learning process, researcher found that it depended on condition and facility. Teacher 1 mentioned:

Kalau masalah waktu mungkin harus dikondisikan dengan keadaan. Kalau umi ada jam kosong, hmm bisa di dimanfaatkan untuk mempersiapkan ICTnya,



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

atau kalau tak sempat mempersiapkan disekolah mungkin bisa dipersiapkan dirumah,

*Talking about time needed, it should be flexible with conditions. If my schedule is not tight, I can use it to prepare the ICT or if I do not have time to prepare ICT in the school, I can prepare it at home.*

*(Interview with Teacher 1, 17/02/20)*

Teacher 1 mentioned that time needed to prepare Information and Communication Technology (ICT) depended on condition that meant when she could not prepare the ICT in the school she could prepare it at home. Sometimes, teachers have a lot of task in the school. In addition, teacher 2 stated:

Manurut umi yo kalau untuok wakotu prepare ict go bisa disesuaikan jo keadaan yo. Maksud umi kalau umi nak makai ICT mungkin bisa dipersiapkan sabolun ngajau kalau ndak ado jadwal lain.

*I my opinion, time for prepare ICT can be flexible with the condition. I mean I can prepare the ICT before teaching if my schedule is not tight.*

*(Interview with Teacher 2, 17/02/20)*

Teacher 2 also mentioned the same perspective as teacher 1 did. She could only prepare for the Information and Communication Technology (ICT) tools before teaching activities if she does not have any schedule or any task at school. In addition, the English teachers stated that they spent most of their time for teaching, so they did not have enough time to deal with Information and Communication Technology (ICT). The teachers also said that they needed more time to prepare technology-based learning materials and learn to use the technological devices.

In conclusion, limited time became a barrier for the English teachers to integrate Information and Communication Technology (ICT) into teaching practice. Teachers took much more time to design projects that included the use of new ICT than to prepare for traditional lessons. English teachers seemed having limited time to prepare all the things needed when teaching by using Information





**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

and Communication Technology ICT since they got busy with some other daily routines at school. Afterwards, the teachers also indicated that there was not adequate time to integrate the ICT into their daily teaching activities as the ICT use requires more time, such as to prepare lessons and resources, explore and practice of using the technological devices, handle technical problems, and receive adequate training.

#### 4.1.3.2 Effective training

Training in ICT needs to be recognized as essential for teaching such skills, and as an enabler of other teaching and learning practices. In questionnaire data, it was found that both English teachers do not receive training or seminar on using Information and Communication Technology (ICT) from their school yet. When the researcher asked about ICT training provided by their school in the interview session, they also reported they never received ICT training from the school. Teacher 1 said:

Hmmmm, setau umi belum ada ya!  
*As far as I know, our school did not provide ICT training for teachers yet.*  
 (Interview with Teacher 1, 17/02/20)

In addition, Teacher 2 mentioned:

Setau umi, olun ado pelatihan kusus ICT go le.  
*As far as I know, there is no special ICT training from school.* (Interview with Teacher 2, 17/02/20)

It is clear that both English teachers did not receive training or seminar on the use of ICT from their school yet. Then the researcher tried to confirm this information from the school headmaster and biology teacher. The headmaster stated:

Hmmmm olun ado le yo!  
*Hmmmm nothing!*



(Interview with headmaster, 24/02/20)

In addition, the Biology teacher mentioned:

Belum ada!

*There is no ICT training yet.*

(Interview with biology Teacher, 25/02/20)

The headmaster and the Biology teacher also confirmed that both English teachers did not receive any training or seminar from school yet. School also did not conduct and organize training or seminar for teachers on using Information and Communication Technology (ICT) in teaching and learning process. After asking about conducting training or seminar, the researcher then asked about teachers' experience in Information and Communication Technology (ICT) training. Teacher 1 said:

Hmmmm tidak ada, umi belajar otodidak aja. Kalau tidak tahu minta bantuan guru lain.

*Hmmmm never! I learn by myself. If I do not know how to use it, I will ask another teacher.*

(Interview with Teacher 1, 17/02/20)

Teacher 2 also said:

condo yang umi sobuk tadi, yo kadang kalau ndak ngaroti tanyo kek guru lain atau mintak tolong kek murid.

*As I told you, if I do not understand how to operate ICT tools, I will ask for help from other teachers or students.*

(Interview with Teacher 2, 17/02/20)

Both English teachers mentioned the same ideas in dealing with the use of Information and Communication Technology (ICT). If they did not understand how to use or operate the ICT tools they would ask for help from other teachers or students. Also, when there is something wrong when using Information and Communication Technology (ICT) in teaching practice, it could be from the software or hardware.



The researcher asked the teachers' opinion about how the school should have responded to such a problem. Teacher 1 argued:

menurut umi ya, sekolah sebaiknya mefasilitasi training itu bagi guru-guru. Karna tidak semua guru bisa mengoperasikan teknologi. Kalau guru sudah mendapat pelatihan tentang pelatihan itu, otomatis akan membantu mereka dalam penerapannya dikelas. Penggunaan ICT pun bisa jadi lebih efektif.

*In my opinion, it would be better for the school to facilitate ICT training for teachers. Some teachers cannot operate technology. If they have received training about using technology, it will automatically help them to apply it in teaching. Thus, the use of ICT will be effective.*

*(Interview with Teacher 1, 17/02/20)*

Teacher 1 argued that school has to facilitate ICT training for teachers.

She claimed that not all teachers could operate Information and Communication Technology (ICT) in teaching and learning process. It would help them if they participate in training on using ICT so that its use can automatically be effective to support English language teaching in the classroom. Meanwhile, teacher 2 argued:

kalau pandapek umi, sekolah seharusnyo mangadakan pelatihan du bagi guru-guru supaya pengaggunaan dan integrasi teknologi dalam pembelajaran go efektif. Condo yang umi sobuik tadi kan, kalau untuok mangikuti pelatihan diluar sekolah go paya karna sekolah awak go fullday.

*In my opinion, school should provide training for teachers. The use of technology can be effective. As I told you, it is difficult to participate in training outside school because our school schedule is full day.*

*(Interview with Teacher 2, 17/02/20)*

Teacher 2 also argued that it would be better for school to organize training for teachers. She also explained that it would be difficult for teachers to follow or take part in Information and Communication Technology (ICT) training outside of their school because school schedule was full day. They did not have the time to participate in such training.

According to interview data above, lack of effective training is one of barriers that English teachers faced when using Information and Communication





**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

Technology (ICT) in teaching activities. They reported that they do not receive ICT training from school as a formal training. They also mentioned that they never took part in training or seminar informally, such as IT course or self-training. It revealed that the teachers have insufficient training about using ICT in teaching as one problem faced by the teachers. This shows that English teachers have insufficient resources to get information and knowledge about how to use ICT for teaching English. In fact, training, workshop or seminar could be a way to improve the teachers' knowledge and skill in using ICT in teaching.

However, besides the need for pedagogical training, according to Becta (2004), it is still necessary to train teachers in specific ICT skills. Teachers need training in technology education (focusing on the study of technologies themselves) and educational technology (support for teaching in the classroom). Training teachers on ICT related skills within the context of classroom objectives and activities ensures development of skills in integrated use of ICT in teaching. In order to become a confident user of ICT in the classroom, teachers need to take part in ongoing training. Teachers should understand the benefits of digital literacy.

#### 4.1.3.3 Accessibility

Accessibility is essential part of Information and Communication Technology (ICT) in teaching and learning process. Without good accessibility, the use of Information and Communication Technology (ICT) could not be effective. This includes software and hardware. The barriers related to the accessibility are widespread for most teachers who need to use Information and



Communication Technology (ICT) in teaching and learning process. Based on analyses of questionnaire and interview data, the researcher found several data related to the accessibility. These data include teachers' accessibility of ICT at that school, what ICT tools are available and number of ICT tools in the school, what kind of ICT tools are used by teachers and how to use ICT tools in the school. All of these data will be elaborated as follow:

First, talking about teachers' accessibility in their school, both English teachers claimed that they felt accessibility in the school was still unsatisfactory. In responding to the related questionnaire statement, they disagreed that school provided enough resources of information communication and technology. The researcher then conducted interview with all participants in this study to get more information about accessibility. Teacher 1 mentioned:

Memang ada beberapa halanganyang umi rasakan ketika menggunakan ICT, kurangnya fasilitas  
*I have some barriers when using ICT, lack of facility.*  
*(Interview with Teacher 1, 17/02/20)*

Teacher 1 explained that some obstacles related to use of Information and Communication Technology (ICT) in teaching and learning process was lack of facility. Lack of facility could be categorized as lack of accessibility because it included hardware such as computers or laptop, print and projectors. And also software, including digital dictionary or some apps that are specifically used for teaching English. Moreover, Teacher 2 also mentioned that school does not have enough facility of Information and Communication Technology (ICT) for teaching. She said:

Ooo ICT, kalau manuwik umi fasilitas sekolah belum mencukupi le,  
*Ooo ICT, in my opinion, the school is still lack of facility.*  
*(Interview with Teacher 2, 17/02/20)*



Teacher 2 stated that the school was still lack of facility. Then, the researcher confirmed the information with the headmaster and another teacher (the Biology teacher) about accessibility. They reported that their school was still lack of accessibility.

The Biology teacher said:

kalau buek tiap kelas olun cukuik perlengkapannyo le, masih banyak yang kuang le.

*If we provide ICT for every class, ICT resources are not available yet. It is still lack of accessibility.*

*(Interview with Biology Teacher, 25/02/20)*

According to Biology teacher, each class could not be facilitated with information communication and technology because the school's ICTs' was still limited. The headmaster also mentioned the same ideas as the Biology teacher did.

He said:

Iyo, condo tu la keadaan sekolah awak kini du, kalau nak buek tiok kelas, ICT wak olun lengkap le.

*Yes, that is our school condition right now, if we facilitate every class with ICT, our ICT is not enough.*

*(Interview with the headmaster, 24/02/20)*

The headmaster confirmed that school facility practically was limited. Then, he added information about why ICT facilities or resources were not enough. It was because of the school's limited financial resources. The headmaster mentioned that there were a lot school facilities that should be repaired.

Yo masih terkendala dana, masih banyak fasilitas sekolah yang harus dibenahi le.

*Yes it is financial problem, there are a lot of facilities that should be repaired.*

*(Interview with headmaster, 24/02/20)*

Based on questionnaire and interview data with all participants, it was clear that the school facility was still limited. All participants informed that the





school did not have enough facility to facilitate each classroom with Information and Communication Technology (ICT) resources.

Second, with regard to what ICT tools are available at the school, it was found that the ICT tools or resources were projectors, computers, printers and speakers. Teacher 1 mentioned:

infocus/projektor, computer, print dan speaker ada juga.  
*Infocus/projector, computer, print and speaker.*  
*(Interview with Teacher 1, 17/02/20)*

Moreover, teacher 2 also mentioned the same ICT tools that were provided by the school. She mentioned:

Kalau dari sekolah, ado projektor, laptop atau computer speaker ado juo.  
*School provided projector, computer or laptop and speaker.*  
*(Interview with Teacher 2, 17/02/20)*

When the researcher asked for more information about what Information and Communication Technology (ICT) resources are available, the headmaster mentioned:

Hmmm kalau untuok computer wak ado 25 di labor, untuok guru pun ado basodiong 10 komputer, kalau projektor ado 4.  
*Hmmmm we have twenty five (25) computers in lab, 10 computers for teachers and four (4) projectors.*  
*(Interview with Headmaster, 24/02/20)*

The headmaster explained that the school provided 25 computers for computer lab. And it was intended for students use. Ten computers and four projectors were provided for teachers. In addition, the headmaster added:

Speaker wak ado 3, untuok dipakai dikelas ado 2 speaker yang ketek, yang sociekalai speaker yang godang untuok upaca dan muhadoroh.  
*We have three (3) speakers, two (2) speakers for teaching in class, and the other one for ceremony and muhadaroh.*  
*(Interview with Headmaster, 24/02/20)*

The school also provided 3 speakers. Two of them could be used by teachers in teaching and learning process. Another one was intended for use in



flag ceremony and muhadhoroh (students' activity). However, with all those Information and Communication Technology (ICT) tools provided by school, both English teachers reported that they still felt lack of ICT resources. Teacher 1 stated:

Ya contohnya, untuk pemakaian proyekto atau infocus kita harus pinjam dulu ke kantor. Belum ada disetiap kelas proyektornya. Kadang waktu kita mau pakai proyekto guru lain juga pakai. Jadi kadang susah juga mau pakai ICT nya.  
*For example, teachers have to borrow the projector in the office because it is not available in every class. Sometimes, when teachers want to use ICT, another teacher is still using it. So I get difficulty when using ICT.*  
 (Interview with Teacher 1, 17/02/20)

Teacher 1 explained why school accessibility became barriers of using ICT. For example, when she wanted to use Information and Communication Technology (ICT) tools, she had to borrow it in the offices because it was not available in the classroom. This condition could make it harder to access the ICT tools. In addition, she added:

Hmmmm, setau umi ada 4 infocus, untuk tingkat MTs kana da 7 kelas ni, jadi kalau semua guru pakai proyektor, guru lain terpaksa harus nunggu dulu untuk bisa menggunakannya.  
*Hmmmm, as far as I know, there are four projectors. For junior high school, we have seven classes, so if all projectors are being used by teachers, another teacher had to wait their turn in order to use it.*  
 (Interview with Teacher 1, 17/02/20)

Then, she also explained that junior high school level have seven classes. When all ICT tools were being used by teachers, another teacher could not use it because limited number of ICT equipment. In other words, number of Information and Communication Technology (ICT) resources was not compatible with number of teachers. Researcher then asked teacher 2. She mentioned:

Yo condo infocus olun sasuai samo jumlah kelas le, jadi untuok manggunokannyo harus gantian jo guru lain yang manggunokan infocus du.  
*Number of projectors does not match with number of classrooms. Teachers had to wait for their chance to use it until the other teacher finished using the projector.*  
 (Interview with Teacher 2, 17/02/20)



Teacher 2 mentioned that the number of Information Communication and Technology (ICT) was not compatible with the number of teachers at that school.

Teachers who want to use ICT tool, specifically projector, they have to share it.

When asking about another ICT tools (speaker), it was also still limited. Teacher 2 mentioned:

Yo masih kurang jo, mungkin untuok penggunaan speaker go ndak kan sabanyak yang manggunokan infocus do yo. Tapi tu lah masih olun sasuai samo jumlah kelas perangkat ICT du le.

*It is still less. Maybe the use of speaker is not more than the use of projector but ICT devices are still not appropriate with number of class in the school.*

*(Interview with Teacher 2, 17/02/20)*

Teacher 2 also explained how another ICT tools used. She stated the use of speaker was not as much as projectors. However, the number of speakers was also still limited. Teachers have to take turn in order to use one.

Third, when the researcher already asked about the number of ICT resources with all participants, the researcher tried to find out what kind of ICT devices or ICT tools that were specifically used by English teachers in teaching and learning process. Teacher 1 mentioned:

Kalau umi biasanya cuman pakai laptop, proyektor dan speaker aja.

*I usually use laptop, projector and speaker.*

*(Interview with Teacher 1, 17/02/20)*

Teacher 1 mentioned that she used several kinds of Information and Communication Technology (ICT) in teaching and learning process. She usually used laptop, projector, and speaker. Then, teacher 2 mentioned:

Biasonyo umi pakai laptop, infocus untuk pemutaran video smo speaker ajo untuk materi percakapan atau listening.

*I usually use laptop, projector to play a video and speaker for conversation and listening material.*

*(Interview with Teacher 2, 17/02/20)*





Teacher 2 also mentioned that she used laptop, projector and speaker. She used projector for playing video and speaker for listening materials. Based on the interview data above, both English teachers used the same ICT resources in teaching and learning process. They used ICT tools such as laptop, projector and speaker.

Lastly, the researcher asked how to access or use ICT tools that were provided by the school. In responding to questionnaire statement about accessibility in using Information and Communication Technology (ICT) in teaching and learning process, they agreed that they could access all ICT resources provided by the school. Both English teachers claimed that they could access or use ICT facilities provided by the school even though ICT facility was still limited.

Moreover, after knowing teachers could access all of Information and Communication Technology (ICT) resources provided by the school, the researcher then asked for more information about how they could access or use those ICT resources in interview. It was found that if the teachers want to use ICT tools, they have to borrow them in the school's office. Teacher 1 said:

Bisa, kalau untuk penggunaan ICT guru-guru bisa pinjam dikantor walaupun perangkat ICT nya masih terbatas.

*I can access ICTs' school. Teachers can borrow ICT from the office even though it is still limited.*

*(Interview with Teacher 1, 17/02/20)*

Teacher 2 said:

Bisa, kalau untuok makai peralatan ICT du tinggal pinjam ajo guru le.

*I can! If teachers want to use ICT, they can borrow it*

*(Interview with Teacher 2, 17/02/20)*

Biology teacher stated:



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

Perlengkapan ICT basimpat dikantor ajo, jadi kalau guru nak manggunokan ICT du tinggal minjam ajo le.

*ICT tools is kept in the office, if the teachers want to use them, they just borrow them.*

*(Interview with Biology Teacher, 25/02/20)*

Both English teachers and Biology teacher reported that if teachers need Information Communication and Technology (ICT) for teaching activities, they could borrow the ICT tools in the office because it was not available at classroom.

Moreover, the headmaster also confirmed that if the teachers want to use ICT tools provided by the school, they can use them. They borrow them in the office.

He said:

Kalau untuok kelas olun ado le, perlengkapan ICT kita semua dikantor. jadi kalau guru nak manggunokan ICT du, tinggal minjam ajo le.

*Class does not have any ICT tools. All ICT tools are in the office. If teachers want to use them, they have to borrow them.*

*(Interview with Headmaster, 24/02/20)*

Based on interview data above, all participants reported that if they want to use Information and Communication Technology (ICT) tools, they can borrow them in the office as the headmaster stated that all of Information and Communication Technology (ICT) tools were being kept in the office. In addition, the researcher asked teachers' opinion about how accessibility should be set and provided by the school. Both English teachers mentioned that the school should facilitate each class with ICT tools. Teacher 1 stated:

mungkin kalau fasilitas ICT tu disediakan atau dilengkapi untuk setiap kelas, guru akan lebih mudah untuk menggunakannya. Tanpa harus minjam dulu ke kantor kan.

*If each class had enough resources of ICT tools, it would be easier for the teachers to use it without borrowing them in the office first.*

*(Interview with Teacher 1, 17/02/20)*

Teacher 1 revealed that facility of Information and Communication Technology (ICT) should be completely provided by the school. It could help



teachers to use them without borrowing them first and minimize wasting time.

Moreover, Teacher 2 mentioned:

hmhhh kalau menurut umi yo mungkin kalau sekolah menyediakan fasilitas yang cukuik la mungkin guru bisa lobio mudah untuok mengakses ataupun manggunokannyo. Walaupun umi masih banyak harus belajar masalah penggunaannyo kan. tapi kalau fasilitas la cukuik du guru-guru bisa banyak praktek untuok manngunokannyo.

*hmmm in my opinion, if the school provides enough resources of ICT tools, it would be easier for teachers to access or use it even though I have to learn more how to use it. If the school has enough resources of ICT tools, teachers can practice more how to use it.*

*(Interview with Teacher 2, 17/02/20)*

Teacher 2 also revealed the same opinion as teacher 1 did. She suggested that the school should facilitate all teachers with Information and Communication Technology (ICT). It could help teachers who needed to be guided in using of Information and Communication Technology (ICT) in teaching process. They could practice more and self-training on how to use it. Then, the use of Information and Communication Technology (ICT) would be effective.

Based on all data related to accessibility, it could be concluded that teachers felt lack of accessibility. Then, the school has several ICT tools or resources but the number of ICT tools was still limited. For example, the teachers have to wait for their chance to use the projector. Teachers basically rendered that if the school intends to provide ICT for the teachers, then the facility should be provided for every teacher. If the facility was only available to one or two teachers, then using it effectively in teaching would be a problem since every teacher would need to wait for their chance or share. Besides, many teachers use same ICT tools in teaching and learning process. They used laptop, projector and speaker. Finally, both English teachers reported that they could access all ICT tools provided by the school. They only have to borrow them in the office.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





According to Osborne and Hennessy (2003), the limitations on access to hardware and software resources influenced teachers' motivation to use ICT in the classroom. It would be more efficient if the school provides one projector for each class so teachers can use it properly without wasting time to wait for a projector from each other.

#### 4.1.3.4 Technical Support

Technical support can help teacher to create effective use of Information and Communication Technology (ICT) in teaching and learning process. It is important to provide good technical support. Examples of barriers in technical support include waiting for websites to open, failing to connect to the Internet, printers not printing, malfunctioning computers, and teachers having to work on old computers.

In order to find the condition of technical support, the researcher did interview with the headmaster, the Biology teacher and the English teachers. The researcher found some data on it. First, when asked about Internet connection in the school, all participants stated that the school did not have internet connection. In questionnaire section that asked about availability of internet connection, both English teachers also disagreed that internet access was easily accessible and available at school. Both English teachers said:

Kalau koneksi internet kita belum ada.

*Internet connection is not available yet.*

*(Interview with Teacher 1, 17/02/20)*

*Hhmmm as far as I know, the connection of internet is not available.*

*Hhmmm kalau untuok koneksi internet setau umi ndak ado do.*

*(Interview with Teacher 2, 17/02/20)*

The head master also informed that school did not have internet connection. He said:



*Kalau internet olun jo ado disakolah awak le.*  
*The internet connection is not available in our school.*  
*(Interview with Headmaster, 24/02/20)*

In addition, the researcher also asked the Biology teacher about availability of internet connection at school. She mentioned:

Hmmmm setau umi, internet disekolah go olun ado le yo. Biasonyo umi kalau prolu internet manggunokan hp ajo.  
*Hmmmm as far as I know, the internet connection in our school is not available yet. If I need the Internet connection, I usually used my mobile phone.*  
*(Interview with Biology Teacher, 25/02/20)*

The Biology teacher mentioned that there was no internet connection in school. She also explained that if she needs internet connection, she can use her own mobile phone to access the internet.

Moreover, both English teachers indicated that they needed internet connection to look for the lesson and self-development. Teacher 1 stated:

perlu, sekarang internetkan sudah menjadi kebutuhan. Kalau ada koneksi internet disekolah, mungkin bisa memepermudah guru untuk mencari bahan ngajar dan guru juga bisa belajar dari situ.  
*I need internet connection. Nowadays, internet has become human need. If the internet connection is available in the school it may help teachers to search additional material and teacher can learn from it.*  
*(Interview with Teacher 1, 17/02/20)*

Teacher 1 explained the importance of internet connection. She argued that nowadays the internet connection has become human daily need. It was important to provide it at the school. It may help teachers to search for additional materials for students and teacher also can learn by themselves to improve their professional development in teaching and learning process. Meanwhile, teacher 2 said:

prolu la, kalau internet ado, disekolah mungkin sonang untuok guru cai bahan tambahan untuok ngajau kan.  
*It is needed. If internet connection is available in the school, it may help teachers to search for additional material in teaching.*  
*(Interview with Teacher 2, 17/02/20)*



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Teacher 2 also mentioned the importance of internet connection. She thought it could help teacher to look for additional material for teaching activities.

Next, the researcher asked about the condition of the technical support, whether or not it worked properly, all participants claimed that all of ICT resources worked properly. Teacher 1 stated:

Hmmm selama ini aman-aman aja ya. Belum ada masalah lagi. Komputernya masih berpungsi dengan baik, proyekornyapun masih aman- aman aja.

*Hmmm. As long as I use the ICT tools work properly, nothing is wrong with them. The computer still has good function and the projector as well.*

*(Interview with Teacher 1, 17/02/20)*

In addition, Teacher 2 added:

Kalau salamo umi makai perangkat ICT du aman-aman ajo nyo, ndak ado maslah do.

*As long as I use the ICT tools, all of them worked properly.*

*(Interview with teacher 2, 17/02/20)*

Both English teachers mentioned that the condition of technical support of school information communication and technology (ICT) tools was good. All of them worked properly. Teachers did not get any obstacle with technical support of ICT tools provided by the school when they were using them in teaching and learning process. The researcher also asked the headmaster about technical support condition at school. The headmaster stated:

Alhamdulillah, kalau untuok peralatan ICT awak du masih aman bau sodo, olun ado yang usak le.kalaupun rusak pasti langsung diperbaiki.

*Alhamdulillah, our school ICT tools are good, none of them is broken. If there is something wrong with ICT tools, it will be fixed as soon as possible.*

*(Interview with Headmaster, 24/02/20)*

The headmaster explained that technical support of school information communication and technology (ICT) tools were new. It worked properly and none of them was broken. He also explained that if there was something with





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

school technical support of information communication and technology (ICT) tools, it would be fixed as soon as possible.

In summary, the technical support of the school's Information and Communication Technology (ICT) tools was in good condition. It did not seem to be a barrier for teachers. Without both good technical supports in the classroom and whole-school resources, teachers could not be expected to overcome the barriers preventing them from using ICT (Lewis, 2003).

#### 4.2 What are the causes of the existence of the barriers?

After finding out what barriers faced by teachers when using ICT, the researcher then tried to find out why do the barriers exist, especially in teaching English. Those barriers were divided into two categories as the theory in this study. First, barriers related to the teachers level. These barriers included lack of teachers' confidence and lack of teachers' competence.

##### 4.2.1 Lack of teacher confidence

Based on the questionnaire and interview data, there was English teacher who faced lack of confidence as barrier in using Information and Communication Technology (ICT). Teacher 2 claimed that she was not confident when using ICT in teaching and learning process. She mentioned:

Umi kurang percaya diri, maklum la umi ala tuo ma, ilmu umi tontang teknologi go ndak banyak do, jadi kadang umi kurang bisa untuk menggunakan peralatan ICT du.

*I am not confident, I am not young anymore. I do not have enough knowledge about technology. So, I got difficulty when using the ICTs.*

*(Interview with Teacher 2, 17/02/20)*



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Teacher 2 stated that she was not confident because her knowledge or skill on the use ICT was still insufficient. She practically got some difficulties when using it. Those difficulties happened as implication of her insufficient knowledge in using Information and Communication Technology (ICT) for teaching in the classroom. Moreover, when the researcher asked the teacher to get more information about why she felt lack of confidence when using ICT in teaching and learning process, she stated:

Apo yoo, Jadi kadang umi malu juo samo guru jo murid-murid go dek ndak bisa mengoperasikan ICT du. Guru lain ala pakai ICT, awak masih jarang jo manggunong ICT du.

*Sometimes I feel ashamed of students and other teachers because I cannot operate the ICT tools. Most teachers used them when teaching, I used the ICT rarely. (Interview with Teacher 2, 17/02/20)*

Teacher 2 revealed the cause of being lack of confidence when using ICT in teaching and learning process. She felt ashamed with other teachers and students who were skillful in operating Information and Communication Technology (ICT) in teaching and learning process.

In line with statement of teacher 2 above, it could be concluded that the reason why teachers felt lack of confidence is because they could not operate the ICT tools properly. Moreover, she also claimed that she felt ashamed with students and other teachers because she cannot operate ICT properly.

#### 4.2.2 Lack of teacher competence

Based on data collected it was confirmed that lack of teacher competence became one of barriers for the English teachers in this study. The English teacher who considered lack of competence became her barrier mentioned that she did not



get or follow training about how to use and integrate ICT in teaching and learning process. She mentioned:

hmhhh belajar suang ajo, tapi tutio suda belajar minggu suok lupo lo liok. Kalau training tontang penggunaan dan intergasi ICT go ado olun ado umi ikuik le.  
*hmmm I learn by myself, but I always forget how to use it for the next day. Then, I never join training about how to integrate and use ICT yet.*  
 (Interview with Teacher 2, 17/02/20)

Teacher 2 explained that she learned how to operate and use ICT by herself. However, she always forgot what she had learned when she wanted to apply it in the next meeting. Therefore, she did not know how to operate ICT tools properly in teaching and learning process. She said:

Umi tidak bisa mengoperasikan ICT.  
*I cannot operate some kinds of ICT tools.*  
 (Interview with Teacher 2, 17/02/20)

The teacher's lack of competence is also related to her lack of effective training. As she mentioned earlier that she did not join or follow any training of using Information and Communication Technology (ICT). This would influence her competence in using ICT. An English teacher who followed training or seminar of using and integrating ICT in teaching and learning process would be different from an English teacher who did not. Theoretically, English teachers who have followed training or seminar of using ICT, their knowledge and skill would automatically be increased.

In line with the second research question of this study, the researcher concluded that this barrier existed because the teachers did not have enough knowledge and skill on how to use and operate ICT in teaching and learning process because they never received training in the use of ICT.

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Second, barriers related to the school level. These barriers included lack of time, lack of effective training, lack of accessibility and lack of technical support. Incompetence seems to lead to lack of confidence. Some revealed that “teachers have to be convinced of the value of Information and Communication Technology or ICT in teaching and learning process because most of teachers tend to perceive themselves to be technologically incompetent and often feel deskilled and demoralized when they first begin to use computers in the classroom” (1997 cited by Lee 2002:5).

#### 4.2.3 Lack of time

Based on questionnaire and interview data, both English teachers felt lacked of time in the use of Information and Communication Technology (ICT) in teaching and learning process. They reported that they have lots activities to do besides teaching activities. Teacher 1 mentioned:

kalau waktu prepare untuk ICT umi kira kurang cukup ya. Kan guru banyak tugasnya tu bikin RPP, ulangan, rekap nilai dan lain-lain. Jadai kadang umi merasa kurang waktu aja untuk mempersiapkan ICT tu. Ditambah lagi fasilitas sekolah belum lengkap. Guru harus bergantian menggunakan ICT tu. Kadang kita mau pakai tapi semua ICT sudah dipakai guru lain.

*I think I do not have enough time to prepare ICT. Teacher has a lot of things do such as prepare lesson plan, make quiz or test for students, students' score recapitulation etc. Sometimes I feel like I do not have enough time to prepare ICT. Besides, facility is limited. Teachers have to share to use ICT. When we want to use it, it has been used by another teacher.*

*(Interview with Teacher 1, 17/02/20)*

Teacher 1 explained that she did not have enough time to prepare Information and Communication Technology (ICT) for teaching English. She stated she had a lot things to do besides teaching activity such as preparing lesson plan for teaching, making quiz or test for students, and assessing students' scores. This condition could make her feel lack of time to use ICT in teaching practice.



She also stated that lack of facility became one of the reasons why she felt lack of time. She mentioned when she wanted to use the ICT equipment provided by the school, it had been used by another teacher. Then, it was impossible to wait the ICT tool to be used because she had another class to be taught. Meanwhile, Teacher 2 said:

hmmm kan guru banyak jo kegiatan lain yang harus dibuek diluar jam ngajau yo, buek perangkat pelajaran contohnya.  
*Hmmm a teacher has a lot of activities to do besides teaching activity. For example, making lesson plan.*  
*(Interview with Teacher 2, 17/02/20)*

Teacher 2 also explained the same reason why she felt lack of time. She mentioned that she had a lot thing to do besides teaching activities. Moreover, to design learning materials by using technology were not simple things to be completed. Teachers need more time to prepare it. Besides, the school facilities were not adequate. Teacher 1 said:

kalau waktu prepare untuk ICT, umi kira kurang cukup ya. Karna kadang dalam menggunakan ICT banyak yang perlu dipersiapkan. Misalnya, kalau umi mau menggunakan infocus/projector harus minjam dulu ke kantor karna keterbatasan fasilitas ICT nya.  
*I think time for preparing ICT is not enough because we have to prepare more when using ICT. For example, I have to borrow the projector in the office because of limited facility.*  
*(Interview with Teacher 1, 17/02/20)*

In addition, teacher 2 stated:

Yo kadang ndak ado wakotu untuok manggunokannyo do. Fasilitasnyo olun jo lengkap le, jadi umi ngajau condo biaso jo.  
*Sometime I do not have time to use it. Besides, the facility is still limited so I teach as usual.*  
*(Interview with Teacher 2, 17/02/20)*

In short, the problem of lack of time in using Information Communication and Technology (ICT) in teaching learning process came from many aspects. According to questionnaire and interview data, it came from overload task or



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

activities and lack of facility. First, teachers have a lot of activities to be completed such as making lesson plan, quiz and assessing students' score. Then, limited facility of school might make little use of ICT because it influenced teachers' time. Teachers have to borrow school's ICT equipment before using it. Some of the teachers who participated specifically mentioned that they need time to prepare lessons, explore and practice using the technology, deal with technical problems, and receive adequate training.

#### 4.2.4 Lack of effective training

It became one of English teachers' barriers in using Information and Communication Technology (ICT) in teaching activities. The researcher tried to find out why it became a barrier for the English teacher in interview session. In responding to the related questionnaire statement, both English teachers already stated that they never joined or followed training in using Information and Communication Technology (ICT) and they also never received any training from the school. Lack of effective training came from the school and teachers. The School does not organize ICT training for teachers. Teachers also do not join or follow ICT training from other resources.

After knowing that Teacher 1 and teacher 2 never joined and followed seminar in using Information and Communication Technology (ICT) for teaching English in school or other resources, the researcher then looked for information about why they did not join and follow ICT training. Teacher 1 mentioned:

kalau untuk mengikuti training diluar sekolah umi rasa sulit ya. Karna sekolah kita fullday ni. Jadi membagi waktu mengikuti pelatihan diluar sekolah itu susah.  
*It is difficult to join training from other resources, because school is full day. It is difficult for me to manage time joining training outside the school.*  
 (Interview with Teacher 1, 17/02/20)





Teacher 1 explained that she could not join training from other resources because she works in full day school and she could not manage the time to join training. Moreover, teacher 2 stated:

hhmm susah, payah ngatur jadwal untuok mengikuti pelatihan didulu sekolah du. sekolah awak pulang bau siap ashar.  
*Hhmmm it is difficult. I cannot manage schedule to join training beside school. Our school ends after ashar prayer.*  
*(Interview with Teacher 2, 17/02/20)*

Teacher 1 explained the same reason as Teacher 2 did. She could not manage time or schedule joining training beside school activities. In addition, talking about school training of using Information and Communication Technology (ICT) for teachers, the school revealed that seminar or training for teachers in the use of ICT was not conducted yet. As the headmaster said:

tu tio du ha masih sebuik manggurus yang lain jo bau ha. yo condo yang apak sobuik tadi kalau kini go skolah awak dalam mambangun kelas tambahan. Jadi untuok sementara awak fokuskan dulu untuok pembangunan. Insyallah secepatnya wak adokan training bagi guru-guru go.  
*School is still busy to do other things. As I told you that our school is building additional classrooms. So, our school priority is for infrastructure. Inshaallah, training will be organized as soon as possible.*  
*(Interview with Headmaster, 24/02/20)*

The headmaster explained that the school did not organize or conduct ICT training for teacher because its priority was for infrastructure. He also indicated that the school would organize training for teachers as soon as possible. Moreover, the teachers also revealed that they never proposed to the school to conduct a seminar or training in the use of ICT. Teacher 1 said:

hmmm, mungkin belum ada kali ya  
*Maybe none of teacher proposed to conduct it.*  
*(Interview with Teacher 1, 17/02/20)*

Teacher 2 stated:

hmmm mungkin dek itu a nyo. Dek ndak ado ba usulkan ka kapalo sekolah go jadi ndak lo ado pelatihan untuok penggunaan ICT go do.

*Hmmm maybe that is why school does not conduct a seminar or training for teacher yet. It is because none of them propose it.*  
(Interview with Teacher 2, 17/02/20)

Based interview data above, both English teachers explained that they did not propose or request for training in using Information and Communication Technology (ICT) yet. It was also supported by the Biology teacher who reported that teachers did not request for ICT training yet.

In short, barrier related to lack of effective training came from the school and teachers. The school did not organize a seminar or training for teachers in the use of Information and Communication Technology (ICT) yet. Teachers did not voluntarily take other sources of ICT because school did not conduct it yet. In addition, teachers technically also do not propose to the school to organize Information and Communication Technology (ICT) training for them.

#### 4.2.5 Lack of accessibility

Based on the result of interview, English teachers stated that their schools had been facilitated with Information and Communication Technology (ICT) tools. However, some problems in relation to the facilities of integrating ICT were still faced by the teachers. Insufficient number of computers and other devices to support the English language teaching process were still found by the teachers in the school. The headmaster informed that the school has limited access in both software and hardware. He said:

masih terkendala di dana bau. Soalnya sekolah masih dalam proses pembangunan kelas dan asrama.  
*It is financial problem. Our school is still building additional classes and dormitory.*  
(Interview with Headmaster, 24/02/20)

The headmaster explained that the school's lack of accessibility was due to its financial limitation. He said that the school was building additional





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

classrooms and dormitory for the students. Therefore, the school completely could not afford to supply Information and Communication Technology (ICT) resources for each class or compatible resources. Moreover, English teacher 2 stated:

kalaupun masalah itu umi kurang tau du. Dulu ala ado ba usulkan untuk pemasangan internet du, tapi masih olun ado sampai kini ma le, mungkin masih terkendala dana, nyo sekolah awak go nambah kelas kini ma.

*I do not know it. It was proposed by teachers to install internet connection but it would not be realized by the school. Maybe it is financial problem because our school is building additional classrooms.*

*(Interview with Teacher 2, 17/02/20)*

Teacher 2 explained an example of accessibility that could not be afforded by the school. She stated that teachers have proposed to install internet connection at the school. However, the internet connection was not being installed by the school. She also mentioned it has not been installed because the school was building additional classrooms.

Based on interview data above, it could be concluded that barrier related to lack of accessibility in using Information and Communication Technology (ICT) in teaching process came from the school financial problem. The school was building additional classrooms and dormitory for their students. Thus, the school had the priority to allocate funds to build it.

### 4.3 Discussion

This section discusses the findings generated from analyses of questionnaire and interview data. The researcher discusses the findings from each of the research questions. The aim of this part is to find the interpretation of the findings of the research based on the research questions.





#### 4.3.1 Barriers faced by English teacher

The findings of this study showed that the English teachers faced some barriers when integrating Information and Communication Technology (ICT) in teaching English. Those barriers were lack of confidence, lack of competence, lack of time, lack of effective training, and lack of accessibility.

First, based on questionnaire and interview data, lack of teacher's confidence was one of the barriers that English teachers faced when integrating Information and Communication Technology (ICT) in teaching activities. It was also related to several researchers who indicated that one barrier that prevented teachers from using ICT in their teaching is lack of confidence. According to Dawes (2001) and becta (2004), lack of confidence was a major barrier to use Information and Communication Technology (ICT) by teachers in the classroom.

Second, lack of competence became barrier for English teachers when integrating Information and Communication Technology (ICT) in teaching-learning process. This barrier was directly related to teachers' confidence in pedagogical practice. In developing countries like Indonesia, researchers have reported that teachers' lack of technological competence was a main challenge to their acceptance and adoption of Information and Communication Technology (ICT) (Pelgrum, 2001; Al-Oteawi, 2002). Additionally, teachers' lack of technological competence has been cited as the main challenge in Syiriah (Albirini, 2006) and Saudi Arabia (Al-Alwani, 2005; Almohaissin, 2006).

Third, lack of time, based on data collected, both English teachers were lacking the time because they had busy schedule. Several numbers of researchers identified that time limitations and the difficulty in scheduling enough computer

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

time for classes as a barrier to teachers' use of Information and Communication Technology (ICT) in their teaching (Al-Alwani, 2005; Becta, 2004; Beggs, 2000; Schoepp, 2005; Sicilia, 2005). Moreover, the most common barrier reported by all the teachers was the lack of time (Sicilia, 2005). They had to plan technology lessons, explore the different Internet sites, or look at various aspects of educational software.

Fourth, lack of effective training also became one of barriers in integrating Information and Communication Technology (ICT) for English teachers in teaching and learning process. The barrier most frequently referred to in the literature was lack of effective training (Albirini, 2006; Balanskat *et al.*, 2006; Beggs, 2000; Özden, 2007; Schoepp, 2005; Sicilia, 2005; Toprakci, 2006). According to Pelgrum's (2001) study, there were not enough training opportunities for teachers in the use of Information and Communication Technology (ICT) in a classroom environment.

Finally, lack of accessibility, it also became major barrier for English teachers in integrating Information and Communication Technology (ICT) in this study. They complained how difficult it was to access Information and Communication Technology (ICT) resources provided by the school. Barrier related to accessibility is found by other researchers such as, Becta (2004), Sicilia (2005), Empirica (2006) and Korte and Hüsing (2007).

#### 4.3.1 The causes of the barriers

The causes of the barriers came from many aspects. Regarding barrier related to lack of confidence, English teacher 1 claimed that she lacked confidence



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

to use ICT in teaching and learning process because she did not have enough skills or knowledge on how to use or integrate some kinds of ICT tools in teaching. It was also related to the teacher's lack of competence because it would automatically influence their confidence. Teachers who do not have enough skill or knowledge in using ICT, they would feel lack of confidence. Balanskat *et al.* (2006) found that limitations in teachers' ICT knowledge makes them feel anxious about using ICT in the classroom and thus not confident to use it in their teaching. Similarly, Becta (2004) concluded that "many teachers who do not consider themselves to be well-skilled in using ICT feel anxious about using it in front of a class of children who perhaps know more than they do. Moreover, Beggs (2000) asserted that teachers' "fear of failure" caused a lack of confidence. On the other hand, Balanskat *et al.* (2006) stated that limitations in teachers' ICT knowledge makes them feel anxious about using ICT in the classroom and thus not confident to use it in their teaching.

Then, English teacher 1 also claimed that she lacked competence in using ICT. Teachers who were lacking knowledge or skill in the use of ICT, they would make less use of ICT. They were not enthusiastic bringing some kinds of technology to integrate into their teaching practices. There were several causes that make teachers lack competence in the use of ICT. For example, she or he never joined ICT trainings; they did not learn how to operate the ICT tools by themselves. Moreover, the ages of teacher also influenced the use of ICT in teaching practice. They could not use it effectively because sometimes they practically forget and could not memorize the steps of using the ICT equipment. The older teachers who do not follow the development of technology will not





#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau  
State Islamic University of Sultan Syarif Kasim Riau

receive the pedagogical competence of using ICT like the younger teachers, especially in educational field. As Rony (2011, p.5) claimed that most of senior teachers are still unfamiliar with ICT because they usually teach without any technologies.

It has been noted that lack of time became barrier for English teachers. Both English teachers in this study were in lack of time because they have busy schedule beside teaching in class. In addition, both English teachers mentioned that integrating ICT into teaching practice need more time than preparing the ICT equipment itself. They also indicated that they need more time to prepare or integrate ICT into their teaching. A number of researchers identified time limitations and the difficulty in scheduling enough computer time for classes as a barrier to teachers' use of ICT in their teaching (Al-Alwani, 2005; Becta, 2004; Beggs, 2000; Schoepp, 2005; Sicilia, 2005).

Then, both English teachers also claimed they lacked effective training. It was because they mentioned that they never joined training. And the school also did not organize training or seminar in the use of ICT for the teachers in teaching and learning yet. According to Schoepp (2005), when new technologies need to be integrated in the classroom, teachers have to be trained how to use or integrate these particular ICTs into classroom teaching.

Lack of accessibility also became barrier for English teachers since the number of facility available in the school was limited. Teachers had to share or wait their chance to use ICT resources. In other words, teachers who want to use ICT tools have to book or borrow them first because of the limited number of ICT tools available in the school. This condition prevented them to use ICT in their



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

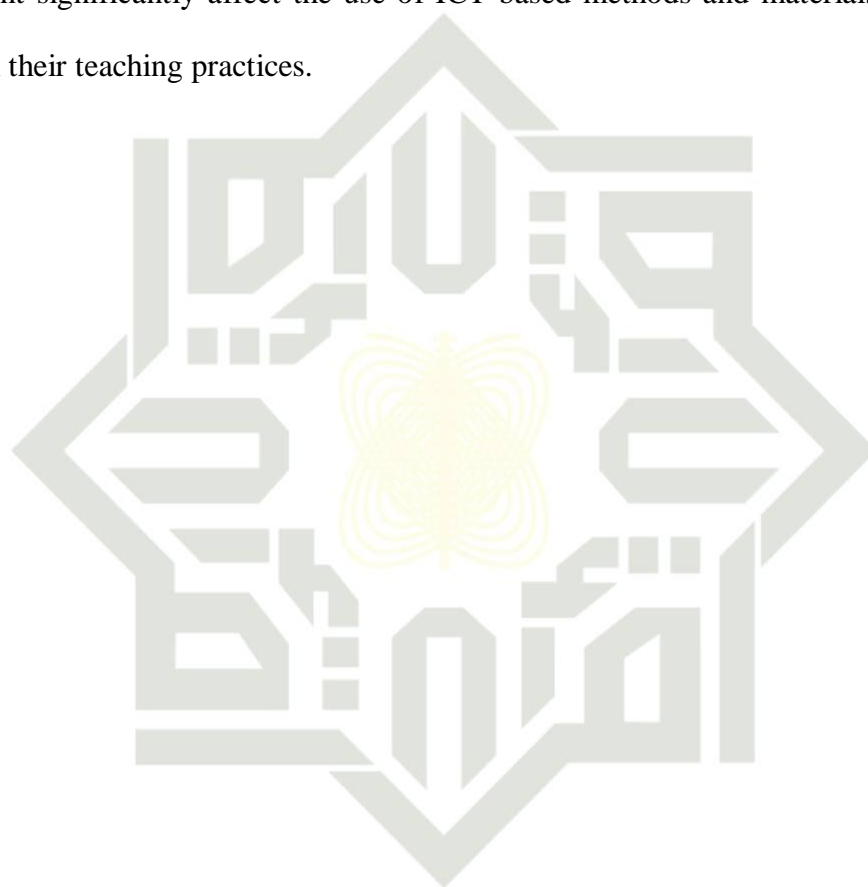
State Islamic University of Sultan Syarif Kasim Riau

teaching practice. Based on the data collected, this barrier emerged because of the school's financial limitation. The headmaster reported that the school was building additional classrooms. So, the priority of the school was to allocate funding to build new classrooms. In Sicilia's study (2005), it was found that teachers would have no access to ICT materials because most of these were shared with other teachers. Similarly, Cox et al. (1990) and Osborne & Hennessy (2003) reported that insufficient ICT resources in school and insufficient time to review software prevent teachers using ICT and also influenced teachers' motivation to use ICT in the classroom.

Talking about relationship between the barriers, the findings of this study related to Bingimlas' (2009) study. Some barriers such as lack of teacher competence and lack of accessibility seem to be closely related to others. In this study, teachers who lack competence would automatically lack confidence because they do not know how to use ICT. Moreover, teachers might have competence of using ICT, but they cannot use ICT due to the limited number of ICT resources.

Lack of teacher competence is also related to other issues such as training, time, and technical support. According to the data in this study, teachers do not get any or join training or seminar from school. That's why they did not know how to use or operate the ICT. When ICT resources are available, it could be accessed by teachers. However, there was no time for teachers to use or operate ICT into their teaching because of their busy teaching schedule. As a result, they could not review those ICT resources or learn how to use it by themselves.

ICT resources were available, but the number of ICT resources was still limited. It prevented teacher from using it effectively. For example, since school did not have enough ICT resources for all teachers, some teachers could not use the school's ICT resources because it was being used by other teachers. Facilities such as ICT tools or ICT equipment at school and particularly in classrooms environment significantly affect the use of ICT-based methods and materials by teachers in their teaching practices.



UIN SUSKA RIAU

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU